



Department of Education
**Centenary College
of Louisiana**

2006 - 08

GRADUATE CATALOGUE



Centenary
COLLEGE OF LOUISIANA

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DEPARTMENT OF EDUCATION

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RESERVATIONS AND EQUAL OPPORTUNITY STATEMENT

The provisions of this bulletin do not constitute an offer for a contract between the College and the candidate that may be accepted by the candidate through registration and enrollment in the College. The College reserves the right to change any provision or requirement, including fees, at any time, with or without notice. The College also reserves the right to require a candidate to withdraw from the College for cause at any time.

FAILURE TO READ THIS BULLETIN DOES NOT EXCUSE CANDIDATES FROM THE REQUIREMENTS AND REGULATIONS.

Centenary College is an equal opportunity educational institution. Centenary College does not discriminate on the basis of race, color, creed, national or ethnic origin, religion, gender, age, marital status, disability, or sexual orientation, in the administration of its educational policies, recruitment or admission of candidates, scholarship, grant or loan programs, athletic or other College-administered programs, employment procedures, training programs, promotion policies or other related personnel practices. The College's designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972, and the Internal Revenue Service is Mr. William Ballard. The College follows the guidelines for records established by the Family Educational Rights and Privacy Act (1974).

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INTRODUCTION

HISTORY OF THE COLLEGE

Centenary College of Louisiana traces its origins to two earlier institutions—one public, one private. In 1825, the State of Louisiana founded the College of Louisiana in Jackson. In 1839, the Methodist conference of Mississippi and Louisiana established Centenary College to celebrate the one-hundredth anniversary of John Wesley's first organization of the Methodist Societies in England. This institution opened its doors in Clinton, Mississippi and in 1840 moved to Brandon Springs. In 1845, it purchased the College of Louisiana, and the merged entity moved to Jackson as Centenary College of Louisiana. In 1908, after accepting generous gifts of land from the Atkins family, the Louisiana Methodist Conference relocated the college to its present home in Shreveport.

From its beginning, Centenary has offered its student body, which included women after 1895, a comprehensive liberal education in the arts and sciences. On this foundation, the College has since developed a wide array of pre-professional and a limited number of graduate programs.

PURPOSE OF THE COLLEGE

In March of 2000, Centenary College adopted a Purpose Statement that encompasses the vision and mission of the College:

Centenary is a selective liberal arts college offering undergraduate programs and a limited number of graduate programs in the arts, humanities, natural sciences, and social sciences, which strengthen the foundation for candidates' personal lives and career goals. Candidates and faculty work together to build a community focused on ethical and intellectual development, respect and concern for human and spiritual values, and the joy of creativity and discovery.

Consistent with its affiliation with the United Methodist Church, the College encourages a lifelong dedication not only to learning but also to serving others. It strives to overcome ignorance and intolerance; to examine ideas critically; to provide an understanding of the forces that have influenced the past, drive the present, and shape the future; and to cultivate integrity, intellectual and moral courage, responsibility, fairness, and compassion.

In pursuit of these ideals, the College challenges its candidates throughout their education to write and speak clearly; to read, listen, and think critically; to comprehend, interpret, and synthesize ideas; to analyze information qualitatively and quantitatively; to appreciate the diversity of human cultures; to respect the value of artistic expression; and to recognize the importance of a healthy mind and body and the interdependence of people and the environment.

Academic and co-curricular programs, as well as the example of those who teach and work at Centenary, support candidates in their development and encourage them to become leaders in the work place, the community, the nation, and the world at large.

Although the primary mission of Centenary College is undergraduate education, we have a long history of offering professionally-oriented programs in selected areas. Presently, Centenary College offers graduate degrees through the Department of Education, the Department of Geology, and Frost School of Business. All programs share a common purpose: to help mature men and women become more qualified for their careers and to provide the knowledge and skills that will lead to their continual development and success. [This catalog describes the graduate programs offered through the Department of Education.](#)

The Centenary College Graduate Program has developed and adopted a vision statement and a mission statement, both of which derive from the College's Purpose Statement and incorporate the conceptual framework theme of the Dedicated Educator.

VISION OF THE GRADUATE PROGRAM

The vision of the Centenary College Graduate Program is to graduate dedicated educators who: value and pursue lifelong learning and service to others; believe in and are committed to the learning and success of all students; embody integrity, intellectual and moral courage, responsibility, fairness, and compassion; practice and teach respect

for the diversity of human cultures; utilize their positions as educators to overcome ignorance and intolerance; and are leaders in the work place, the community, the nation, and the world at large. Additionally, we envision the unit to be a model to the field of education by employing faculty who themselves are dedicated educators.

MISSION OF THE GRADUATE PROGRAM

The mission of the Centenary College Graduate Program is to prepare educators who have the knowledge, skills, and dispositions necessary to achieve our stated vision ideals. To accomplish this, the unit works with candidates to build a community focused on ethical and intellectual development; provides candidates with specific content knowledge needed for their field, in addition to the liberal arts education provided by the institution; develops within candidates effective pedagogy through examination of theory and practical experience; provides candidates with experiences with diverse populations by partnering with elementary, middle, and high schools within the community; offers candidates opportunities to engage in professional inquiry and scholarship; and teaches candidates effective reflection and collaboration techniques.

CONCEPTUAL FRAMEWORK THEME OF THE GRADUATE PROGRAM

The unifying concept on which Centenary College of Louisiana bases teacher preparation is the Dedicated Educator. The four essential elements of content knowledge, pedagogy, inquiry, and community support this framework.

The main objective of the Department of Education is to prepare dedicated educators. A dedicated educator is one who commits to the personal and professional development and success of all learners, colleagues, and self. Dedicated educators exhibit the knowledge, skills, and dispositions embedded within the essential elements to effectively promote this development and success.

CONTENT KNOWLEDGE: Dedicated Educators realize that their mastery of content must be so well-refined that they can turn their attention and energy to the appropriate pedagogical approach to present the material to students. Developing a high level of competence in content knowledge is crucial to making important content decisions appropriate for the classroom: deciding what material is important and what is inconsequential, deciding how broad and how deep the study of the content should be, and equally important, deciding which pedagogical strategy is the most effective to ensure that their students process it (Armstrong and Savage, 1998).

PEDAGOGY: The Dedicated Educator must also have highly refined pedagogical skills including effective communication; understanding that how students learn informs how they should be taught; appreciation of diverse learning styles exhibited by diverse populations of students; the use of innovative methods, such as technology; and being able to select the appropriate strategies to use for different students from different cultures with different learning styles. To become proficient with these skills, the Dedicated Educator realizes the value of grounding practice in theory and utilizes the most valid and reliable research available.

INQUIRY: The Dedicated Educator is analytical and examines components through the asking of questions. Thompson and Zeuli (1999) define inquiry and its accompanying reflection, as “thinking to learn.” The ideal to which the unit aspires is the development of learners and teachers who value systematic and rigorous reflection, who interact with colleagues and others in the community as they reflect, and who make meaning of their teaching and learning experiences through reflection.

COMMUNITY: The Dedicated Educator creates a school climate that empowers students by developing a community of learners. In a community of learners, adults and children alike assume responsibility for their own learning and the group’s functioning “with all serving as resources to the others, with varying roles according to their understanding of the activity at hand and differing (and shifting) responsibilities in the system” (Rogoff, Matusov, and White, 1996). Moreover, a realized community of learners includes threads of diversity, communication, collaboration, service, and leadership.

PROGRAM OVERVIEW

Centenary College offers four graduate programs that lead to alternative initial teacher certification:

- 1) Master of Arts in Teaching (M.A.T.) Elementary Education
- 2) Master of Arts in Teaching (M.A.T.) Secondary Education
- 3) Non-Master's Certification Only in Elementary Education
- 4) Non-Master's Certification Only in Secondary Education

Candidates enrolled in either of the elementary education programs complete the program with certification to teach grades 1-5; those enrolled in either of the secondary education programs complete the program with certification to teach grades 6-12 in one of the following content areas: biology, business, chemistry, English, French, general science, German, mathematics, physics, social studies, or Spanish.

NUMBER OF FIELD EXPERIENCE HOURS REQUIRED BY COURSE

COURSES		ELEMENTARY EDUCATION HOURS	SECONDARY EDUCATION HOURS
EDUC 511	Elementary Language Arts and Social Studies Methods	16	
EDUC 512	Elementary Math and Science Methods	18	
READ 514	Foundations of Literacy	6	
READ 515	Teaching Literacy in the Elementary School	18	
EDUC 516	The Special Needs Student	24	24
READ 518	Content Area Reading		15
EDUC 522	Classroom Management	15	15
EDUC 529	Secondary Methods		24
TOTALS		97	78

PORTALS ASSESSMENT SYSTEM

The following on-going assessment system is used to regularly assess teacher candidates' proficiencies as they progress through portals, or transition points, in the teacher preparation program. Any candidate who does not meet all requirements at any portal has the option of appealing to the Graduate Council through the chairperson of the Department of Education.

Portal I (upon admission to the graduate program)

1. Application for admission
2. Undergraduate/graduate degree from a regionally accredited traditional liberal arts institution
3. College career GPA of 2.5 or higher
4. Passing scores on the PRAXIS I PPST examination
5. Passing scores on the PRAXIS II Content Area examination (2 for social studies certification)
6. Dispositions Self-Evaluation

Portal 2 (semester before student teaching/internship)

1. Overall Centenary graduate GPA of 3.0 or higher
2. No more than one "C" in all work pursued for Centenary graduate credit
3. No grade lower than a "C" in all work pursued for Centenary graduate credit
4. Passing scores on the PRAXIS II Principles of Learning and Teaching exam
5. Passing scores on the PRAXIS II English Pedagogy test (for those certifying in English grades 6-12 only)
6. All coursework completed for certification except student teaching or internship and one other course
7. Dispositions self-evaluation
8. Dispositions evaluation by two Department of Education faculty members
9. Interview by the Department of Education
10. Selected Signature Assessments
11. 97 Hours of field experiences (elementary); 78 hours of field experiences (secondary)

Portal 3 (midterm of student teaching/internship)

1. Favorable quarter term and midterm student teaching/internship evaluations (2 by candidate, 2 by cooperating teacher or site supervisor, 2 by college supervisor)
2. Dispositions self-evaluation
3. Dispositions evaluation from cooperating teaching or site supervisor
4. Dispositions evaluation from college supervisor
5. Selected signature assessments

Portal 4 (after student teaching/internship)

1. Favorable three-quarter term and final student teaching/internship evaluations (2 by candidate, 2 by cooperating teacher or site supervisor, 2 by college supervisor)
2. 600 hours of field experience (a minimum of 270 teaching hours)
3. Teacher Certification Application
4. Transcript indicates fulfillment of all degree and certification requirements.

ADMISSION REQUIREMENTS

All correspondence concerning admission to the Master of Arts in Teaching, or Non-Master's Alternative Certification programs should be sent to:

Chairperson of the Department of Education
Centenary College of Louisiana
P.O. Box 41188
Shreveport, Louisiana 71134-1188
Telephone (318) 869-5223

The admission requirements for the Master of Arts in Teaching program and the Non-Master's Alternative Certification program are the same. To be admitted, applicants must:

1. Have a bachelor's degree from a regionally accredited traditional liberal arts college or university. Degrees from non-traditional institutions such as Management Institutes, Online degrees, or Distance Learning degrees will not be accepted.
2. Be academically eligible to return to their previous institutions.
3. Provide TWO (2) complete official transcripts (sent from the institution directly to Centenary) from every institution previously attended, including undergraduate and graduate work. Transcripts from at least one of the previously attended institutions should show evidence of completion of a bachelor's degree from a regionally accredited college or university.
4. Have a career grade point average of 2.5 (4.0 system) or better for all work pursued, including graduate and undergraduate grades.
5. Have submitted a completed application form with a \$35 non-refundable application fee. This is a one-time-only charge. Application forms are available in the Department of Education.
6. Present passing scores on:
 - a) PRAXIS I Pre-Professional Skills Tests (PPST) in Reading (0710), Writing (0720), and Math (0730), with scores of at least 172, 171, and 170, respectively. Candidates with earned master's degrees are exempt from this requirement.
 - b) PRAXIS II Content Area Test(s) for area of certification. For the secondary education candidate seeking certification in social studies, both content tests (0081 and 0083) designated by the Louisiana State Department of Education Louisiana must be passed. For the secondary education candidate seeking certification in English, only one (0041) of the two English tests designated by the Louisiana State Department of Education must be passed. The other one (0043) must be passed before candidate may student teach or participate in an internship.

All documents must be received in the Department of Education office by August 1st, December 1st, and May 1st for the fall, spring, and summer semesters, respectively, or the candidate will not be allowed to register. Class schedules are available in the Department of Education.

TRANSIENT STATUS

Candidates admitted to a graduate program at another institution and wishing to take a/some course(s) for transfer credit may be allowed to do so with the approval of the Director of Graduate Studies at the college in which he or she would normally enroll. A maximum of twelve (12) hours of transient credit will be allowed. Transcripts shall note that such credit is for transfer only. Specifically, the transient status person must provide ONE (1) official transcript from every institution attended.

MASTER'S PLUS 30

Candidates who have earned a master's degree from a regionally accredited institution are eligible for admission to the graduate program to obtain hours that count toward the Master's Plus 30 endorsement recognized by the State of Louisiana. The candidate is not admitted to any specific program of study within the graduate school, but rather just to the graduate school.

RE-ADMISSION/APPLICATION

Graduate candidates whose study is not continuous in the Centenary College Graduate Education Program (5 years have lapsed since last enrollment) must apply for re-admission to the program. The application for readmission is made to the Centenary College Department of Education. There is no additional application fee for readmission. The application fee is paid one time, upon the first admission.

SPECIAL ADMISSION FOR UNDERGRADUATE STUDENTS

Outstanding undergraduate graduating seniors in the final semester of the undergraduate program at Centenary College may, with permission of the Provost and the Chairperson of the Department, be admitted to the graduate program and may enroll in a maximum of six (6) hours of graduate course work. Should the candidate fail to graduate at the close of the semester, credit for the graduate level work will be denied.

DEGREE PROGRAMS

MASTER OF ARTS (M.A.T.) IN TEACHING ELEMENTARY

In order to obtain the M.A.T. in Elementary Education degree, the candidate must complete: a) thirty-six (36) to thirty-nine (39) hours of graduate credit as listed below, and b) certification requirements as listed below.

A. Thirty-six (36) to thirty-nine (39) semester hours as follows:

EDUC 511 – Methods in Elementary Language Arts and Social Studies

EDUC 512 – Methods in Elementary Math and Science

EDUC 516 – Methods of Teaching Students with Special Needs

EDUC 519 – Human Growth and Development

EDUC 522 – Classroom Management

EDUC 525 – Theories of Learning

READ 514 – Foundations of Literacy

READ 515 – Teaching Literacy in the Elementary School

READ 516 – The Language-Disordered Child

EDUC 530 – Curriculum

EDUC 581 – Elementary Internship (6 hours)

OR

EDUC 577 – Elementary Student Teaching (9 hours)

B. Completion of all certification requirements as follows (Note: Completion of all requirements for certification shall be a prerequisite to awarding the M.A.T. degree. That is, one may become certified without being awarded the M.A.T. degree; however, one may not be awarded the M.A.T. degree without having met all requirements for certification.):

1. Successfully complete the PRAXIS II Principles of Learning and Teaching K-6 examination (0522) with a score of at least 161, PRIOR to Student Teaching or Internship.
2. Maintenance of the state-required minimum grade point average (must maintain 3.0 in the graduate program with no grades below C and no more than one C).

MASTER OF ARTS IN TEACHING (M.A.T.) SECONDARY

In order to obtain the M.A.T. in Secondary Education degree, the candidate must complete: a) thirty-six (36) to thirty-nine (39) hours of graduate credit as listed below, and b) certification requirements as listed below.

A. Thirty-six (36) to thirty-nine (39) semester hours as follows:

EDUC 510 – Testing and Measurement

EDUC 516 – Methods of Teaching Students with Special Needs

READ 518 – Reading in the Content Area

EDUC 519 – Human Growth and Development
EDUC 522 – Classroom Management
EDUC 525 – Theories of Learning
EDUC 529 – Secondary Methods
EDUC 530 – Curriculum
EDUC 531 – Curriculum Innovations
EDUC 563 – Philosophy of Education
EDUC 581 – Secondary Internship (6 hours)
OR
EDUC 578 – Secondary Student Teaching (9 hours)

- B. Completion of all certification requirements as follows (Note: Completion of all requirements for certification shall be a prerequisite to awarding the M.A.T. degree. That is, one may become certified without being awarded the M.A.T. degree; however, one may not be awarded the M.A.T. degree without having met all requirements for certification.):
1. Successfully complete the PRAXIS II Principles of Learning and Teaching 7-12 examination (0524) with a score of at least 161, PRIOR to Student Teaching or Internship.
 2. Secondary candidates certifying in English must successfully complete the PRAXIS II English Pedagogy (0043) exam with a score of at least 130 PRIOR to student teaching or internship.
 3. Maintenance of the state-required minimum grade point average (must maintain 3.0 in the graduate program with no grades below C and no more than one C).

PHASED-OUT MASTER'S OF EDUCATION (M.ED.) IN EDUCATIONAL ADMINISTRATION

The Louisiana State Department of Education discontinued admission to the “old” M.Ed. program in Educational Administration after January of 2006. Students who are currently enrolled in this ‘old’ program must complete requirements by December of 2008. Guidelines for submission of a “new” single M.Ed. program in Educational Leadership have been provided by the state, and the submission of this program is included in Centenary’s Strategic Plan. Centenary’s Department of Education will submit its proposals for this “new” program to the Louisiana State Department of Education after the NCATE accreditation process is completed.

PHASED-OUT MASTER'S OF EDUCATION (M.ED.) IN INSTRUCTIONAL SUPERVISION

The Louisiana State Department of Education discontinued admission to the “old” M.Ed. program in Instructional Supervision after January of 2006. Students who are currently enrolled in this ‘old’ program must complete requirements by December of 2008. Guidelines for submission of a “new” single M.Ed. program in Educational Leadership have been provided by the state, and the submission of this program is included in Centenary’s Strategic Plan. Centenary’s Department of Education will submit its proposals for this “new” program to the Louisiana State Department of Education after the NCATE accreditation process is completed.

NON-DEGREE PROGRAMS

NON-MASTER'S ELEMENTARY ALTERNATIVE CERTIFICATION

In order to obtain Non-Master's Alternative Certification in the Elementary Grades 1-5, the candidate must complete: a) twenty-seven (27) to thirty (30) hours of graduate credit as listed below, and b) certification requirements as listed below.

A. Twenty-seven (27) to thirty (30) semester hours as follows:

EDUC 511 – Methods in Elementary Language Arts and Social Studies

EDUC 512 – Methods in Elementary Math and Science

EDUC 516 – Methods of Teaching Students with Special Needs

EDUC 519 – Human Growth and Development

EDUC 522 – Classroom Management

READ 514 – Foundations of Literacy

READ 515 – Teaching Literacy in the Elementary School

EDUC 581 – Elementary Internship (6 hours)

OR

EDUC 577 – Elementary Student Teaching (9 hours)

B. Completion of all certification requirements as follows:

1. Successfully complete the PRAXIS II Principles of Learning and Teaching K-6 examination (0522) with a score of at least 161, PRIOR to Student Teaching or Internship.
2. Maintenance of the state-required minimum grade point average (must maintain 3.0 in the graduate program with no grades below C and no more than one C).

NON-MASTER'S SECONDARY ALTERNATIVE CERTIFICATION

In order to obtain the Non-Master's Alternative Certification in Secondary Grades 6-12, the candidate must complete: a) twenty-four (24) to twenty-seven (27) hours of graduate credit as listed below, and b) certification requirements as listed below.

A. Twenty-four (24) to twenty-seven (27) hours as follows:

EDUC 510 – Testing and Measurement

EDUC 516 – Methods of Teaching Students with Special Needs

EDUC 519 – Human Growth and Development

EDUC 529 – Secondary Methods

READ 518 – Reading in the Content Area

EDUC 522 – Classroom Management

EDUC 581 – Secondary Internship (6 hours)

OR

EDUC 578 – Secondary Student Teaching (9 hours)

- B. Completion of all certification requirements as follows:
1. Successful completion of the PRAXIS II Principles of Learning and Teaching 7-12 (0524) exam with a score of at least 161, PRIOR to Student Teaching or Internship.
 2. Secondary candidates certifying in English must successfully complete the PRAXIS II English Pedagogy (0043) exam with a score of at least 130 PRIOR to student teaching or internship.
 3. Maintenance of the state required minimum grade point average (must maintain 3.0 in the graduate program with no grades below C and no more than one C).

PHASED-OUT NON-DEGREE POST-BACCALAUREATE K-12 CERTIFICATION

The Louisiana State Department of Education discontinued admission to the “old” K-12 post-baccalaureate certification program in August 2005. Students who are currently enrolled in this ‘old’ program must complete requirements by August 2008. Guidelines for submission of a “new” K-12 Master’s and Non-Master’s Alternative Certification program have been provided by the state; Centenary’s Department of Education will submit its proposal for this “new” program to the Louisiana State Department of Education after the NCATE accreditation process is completed.

ACADEMIC REGULATIONS

ACADEMIC HONESTY

Honesty, trustworthiness, and respect for others are core values held by the Centenary College community. As members of this community, candidates enrolled in graduate coursework at Centenary shall neither commit nor tolerate cheating, plagiarism, or other forms of academic dishonesty. While it is the responsibility of faculty to explain what constitutes academic dishonesty within the particular requirements of their courses, academic dishonesty is generally defined as the representation of another's work as one's own, a violation of testing conditions, or complicity in such acts.

Centenary College follows the following procedure for all cases in which a candidate enrolled in graduate coursework is suspected of academic dishonesty:

1. The instructor, observing or becoming aware of an apparent incident of academic dishonesty, informs the candidate of the infraction as expeditiously as possible. The instructor may take whatever academic punitive action he/she may deem appropriate, up to and including a grade of "F" in the course and removal from the classroom.
2. The instructor must inform the chair and/or dean of the department/school by letter of the infraction and the instructor-imposed penalty. The chair/dean determines whether additional academic punitive action is appropriate.
3. Via certified mail (with a copy sent by regular mail), the chair/dean must inform the candidate of the actions taken, and of the candidate's right to appeal the decision to the Graduate Council. Proof of mailing will be sufficient to prove notice in the event that the recipient refuses to sign for or accept the letter.
4. Should the candidate wish to appeal, he or she must make a written appeal within one week of this notification by delivering a written appeal to the chair/dean. The chair/dean will then forward the appeal to the chair of the Graduate Council.
5. If the accused candidate appeals the instructor's action, the Graduate Council takes testimony from the instructor, the candidate, and all appropriate witnesses including those designated by the candidate.
6. In the event of a finding of guilt, the ruling is final; however, the graduate council may modify the penalty.
7. Should the candidate be found innocent, the instructor must re-evaluate the work in question and not penalize the candidate for the alleged violation.

AUDITING COURSES

Candidates auditing courses will not receive credit nor will they be permitted to take a credit examination on work audited. The tuition for auditing courses is the same as for enrolling in courses.

COURSE LOAD

Enrollment in at least nine (9) hours of graduate coursework constitutes full-time enrollment; however a graduate candidate may enroll in a maximum of twelve semester (12) hours in a regular semester. During the two summer sessions, a candidate may enroll in a maximum of twelve (12) hours, but will be limited to pursuit of only six (6) hours per session. A candidate who is employed full-time during the regular school year may pursue no more than six (6) hours per semester during full-time employment.

DROPS AND WITHDRAWALS

Failure to attend classes does not constitute an official "drop" from the class. The candidate must notify the administrative assistant in the Department of Education to initiate "dropping" a class. Please see the Financial Information section of this catalogue for fee penalties for dropping classes.

If a candidate wishes to drop all classes in which he/she is enrolled, the candidate must withdraw from the institution. Failure to attend classes does not constitute an official withdrawal from the institution. The candidate must notify the administrative assistant in the Department of Education to initiate withdrawal. Official withdrawal occurs on the date the candidate receives the approval of the Provost and Dean of the College for the withdrawal. Please see the Financial Information section of this catalogue for fee penalties for withdrawal.

GRADE APPEAL POLICY

1. It is the policy of Centenary College that graduate candidates are responsible for fulfilling prescribed course objectives, completing stated course assignments, and adhering to stated academic standards for each course in which they are enrolled. If an instructor has evaluated a graduate candidate in a professionally accepted manner, an academic appeal is not warranted. Also, it is an inappropriate recourse for questions of professional competence or academic freedoms. Only charges of arbitrariness, capriciousness, and prejudice are subject to academic appeal.
2. Based on these principles, issues eligible for appeal involve computational errors, application of course rules, adherence to syllabi, consistency and communication of evaluation standards, and expressed bias.
3. Graduate candidates who believe that their final grade reflects an arbitrary or capricious academic evaluation or reflects discrimination based on race, color, religion, age, sex, sexual orientation, or disability may employ the following procedures to seek modification of such an evaluation:
 - a. If a graduate candidate receives a final grade in a course which he/she believes is unfair, the candidate should first contact the faculty member involved prior to the end of the drop/add period of the next academic term.
 - b. If the candidate complaint is not resolved, the candidate may appeal his/her grade to the department chair. It is the candidate's responsibility to provide a written statement of the specific grievance with all relevant documentation (syllabus, guidelines for papers, presentations, etc.) attached.
 - c. If the department chair is unable to resolve the grade appeal to the satisfaction of the candidate and the faculty member involved, or the faculty member involved is the department chair, then a written appeal prepared by the candidate with all relevant documentation may be made to the Provost and Dean of the College. The Provost and Dean of the College will make the final decision in terms of resolution of the appeal.
 - d. All parties to the grade appeal process are to maintain strict confidentiality until the matter is resolved.

GRADING SYSTEM/REQUIREMENTS

Grades are assigned at the end of each semester. The grading system includes the letter grades of "A," "B," "C," "D," "F" and "I." Professors have the academic freedom to use their own reasonable grading scales. A candidate will not be granted graduate credit for any course in which a grade lower than a "C" is received.

An "I" is assigned for incomplete work, and is used only when an emergency prevents the candidate from completing the final examination or other concluding work of the course at the scheduled time. This temporary grade must be removed during the next regular semester by the date listed in the academic calendar in this catalogue or it is automatically converted to a permanent "F".

GRADUATION REQUIREMENTS

To receive a graduate degree from Centenary College, a candidate must have:

1. Completed all required coursework as stated in this catalog for the degree pursued.
2. Achieved a grade point average of at least 3.0 on all work pursued for graduate credit.

3. Received no more than one “C” in all work pursued for graduate credit.
4. Received no grade lower than a “C” on any course pursued for graduate credit.
5. Passed all required PRAXIS tests for the area of certification pursued.
6. Successfully completed the Portals Assessment System as described in the Program Overview portion of this catalogue.

INTENTION TO GRADUATE

Approximately one year before candidates intend to graduate, they must apply for graduation online at http://www.centenary.edu/registrar/masters_graduation_application.php.

PROBATIONARY STATUS AND DISMISSAL

A candidate who receives a grade of “C” in any graduate course pursued in the graduate program, regardless of whether the candidate is degree-seeking or non-degree-seeking, will be placed on probation. A second “C” will result in dismissal from the graduate program, and the candidate will not be allowed to pursue any further graduate work in the Centenary College Department of Education.

A candidate whose semester grade point average or cumulative grade point average falls below 3.0, whether the candidate is degree-seeking or non-degree-seeking, will be placed on probation; if the candidate fails to raise the grade point average to at least a 3.0 in the following semester, the candidate will be dismissed from the graduate program, and will not be allowed to pursue any further graduate work in the Centenary College Department of Education.

A candidate who receives a grade of lower than “C” in any one course pursued in the graduate program, regardless of whether the candidate is degree-seeking or non-degree-seeking, will be dismissed from the program, and will not be allowed to pursue any further graduate work at Centenary College.

REPEATING COURSES

A graduate candidate may repeat a course in which a grade of “C” was earned. The original “C” will remain on the transcript, will count as one of the two “C”s that may remove the candidate from the program, and will be used when calculating the grade point average. The new grade earned when the course is retaken will also be used when calculating the grade point average. A student may not retake a course in which an “A” or “B” was earned.

TIME LIMIT FOR COMPLETION OF DEGREES

It is expected that the graduate candidate will complete all work required for the pursued master’s degree, or the non-master’s certification program within seven years from the date of the earliest credit to be counted toward the degree. If the required work has not been successfully completed at the end of the seven-year period, the candidate must retake any courses taken before the established date. Extension of time may be granted for extenuating circumstances that may have interfered with completion of the degree or the non-degree certification within the time limit. Requests for extension must be applied for in writing to the Chairperson of the Department, and should explain why the degree or the non-degree certification was not completed within the time limit. Also, a schedule for completing the program must be presented.

TRANSFER OF CREDIT

All courses must be taken at Centenary College and must be taken at the graduate level. No courses will be transferred in to count toward either the Non-M.A.T Certification-Only program, or the M.A.T. program.

FINANCIAL INFORMATION

APPLICATION FEE

A one-time non-refundable application fee of \$35 will be assessed each candidate making first-time application for graduate admission to Centenary College of Louisiana. Upon payment of this fee, the candidate will receive a copy of this catalog. Any additional copies of the catalog will cost \$5.00. The candidate is responsible for consulting and following the Academic Calendar, which includes dates of the registration periods.

AUDITING FEE

Any graduate candidate may be admitted to regular classes for audit by meeting admissions requirements, receiving the approval of the Chairperson, and paying an audit fee, equal to the fee for enrolling in that class.

CHANGE OF REGISTRATION FEE

After registration is completed, a fee of \$10.00 is charged for any change of registration (i.e., for each course dropped, added, or modified) not initiated by the College.

FINANCIAL ASSISTANCE

Information concerning availability of loan funds may be obtained from the Director of Financial Aid. (869-5137)

GRADUATION FEE

The only fees the candidate must pay for graduation are those for the rental of the academic gown, cap, and hood, which may be obtained at the Centenary Bookstore.

LATE REGISTRATION FEE

Any candidate registering after the close of the regular registration period will be charged an additional late registration fee of \$100.00.

PENALTY FOR ACADEMIC DISMISSAL

Candidates who are separated from the College as a result of academic dismissal forfeit all refund rights.

PENALTY FOR DISCIPLINARY ACTION

Candidates who are separated from the College as the result of disciplinary action forfeit all refund rights.

PENALTY FOR DROPPING COURSES

Non-attendance in class does not constitute a drop. There will be no tuition or fees refunded for dropping courses after the 7th day of classes.

PENALTY FOR FAILURE TO MEET FINANCIAL OBLIGATIONS

All transcripts will be withheld until all fees and financial obligations to the college are met.

TEXTBOOKS

All textbooks used in graduate classes are on sale in the Centenary Bookstore located in the Student Union Building.

TRANSCRIPTS

Candidates who have earned graduate credit may obtain certified copies of transcripts from the Registrar's office, if the candidate is in good standing with all departments of the College. The first transcript is furnished without charge; \$2.00 is charged for each additional transcript.

TUITION

1. Tuition is \$445.00 per three-hour course for the 2006 – 2007 academic year, subject to increase the following academic year.
2. Graduating undergraduate seniors who are approved for taking a maximum of six hours of graduate course work in addition to their undergraduate program during their last semester of course work will pay the regular undergraduate costs for full or part-time undergraduate course work.
3. Arrangements may be made through the Business Office for time payments. A fee of \$50.00 is assessed by the Business Office for this service.

VEHICLE REGISTRATION/PARKING TICKETS

All candidates who intend to park on campus are required to obtain a parking permit. It is not necessary to have more than one permit; the decal you will receive can be moved to a different vehicle if necessary. In your registration request, please provide information on the vehicle that will be your primary vehicle during the year. If this vehicle changes at some point during the year, please email the Department of Public Safety at dps@centenary.edu with the updated information.

Please read all information regarding campus parking at <http://www.centenary.edu/dps/parking> and then register your vehicle at <https://secure.centenary.edu/parking/>, or contact the Centenary College Department of Public Safety at 869-5000 and follow their instructions. The cost for a full year is \$10.00; the cost for summer only is \$5.00. The \$10.00 decal is good for one year, expiring on the 15th of August. Any tickets received are the responsibility of the registrant and must be paid at the Business Office.

WITHDRAWAL AND REFUND POLICY

Official withdrawal occurs on the date the candidate receives approval from the Provost and Dean of the College; all refunds are based on that date, regardless of the date of last attendance. Withdrawal forms are available in the Department of Education and should be completed and then submitted to the administrative assistant in the department. Fall and spring semester tuition and refundable fees are refunded in full, if the candidate withdraws on or before the seventh day of classes. A service fee of \$25.00 will be charged for withdrawal, even if the candidate does not attend class. After the seventh day, the following policy applies:

1. All fees are charged.
2. Between the eighth day of classes and the third Friday after classes begin, three-fourths of the tuition is refunded.
3. Between the third Friday and the fourth Friday after classes begin, one-half of the tuition is refunded.
4. After the fourth Friday after classes begin, no refunds are given.
5. No refunds are given for the three-week summer courses after the first three days of classes.

COURSE DESCRIPTIONS

ECONOMICS

- 544: ECONOMICS FOR TEACHERS** 3 hrs
A study of basic economic concepts and methods of presenting these concepts.
- 545: ECONOMIC GAMES AND SIMULATIONS** 3 hrs
A study of the use of games and simulations to provide an alternative to the classroom teacher in teaching economic concepts.
- 546: ECONOMICS IN THE ELEMENTARY CLASSROOM** 3 hrs
An examination of the economic concepts applicable to the elementary curriculum. Special emphasis is given to pedagogical techniques in economics.
- 547: ECONOMICS IN THE SECONDARY CLASSROOM** 3 hrs
An examination of the economic concepts applicable to secondary curriculum. Concepts are not limited to the social sciences, but studied in the context of all disciplines, with particular emphasis of pedagogical techniques.

EDUCATION

- 501: EDUCATIONAL RESEARCH** 3 hrs
The nature of scientific thinking, techniques of research design, planning and evaluation. Examination of principal research methods, survey of significant research studies. Fall.
- 502: MULTICULTURAL EDUCATION** 3 hrs
Candidates will examine and analyze multicultural issues as they relate to the delivery of educational programs and services in the school districts. Those issues will include but are not limited to: elitism, creedism, handicappism, homophobism, racism, sexism, nationalism, and groupism. Participants will learn basic, common values while accepting diversity. As needed.
- 504: SUPERVISION OF STUDENT TEACHING** 3 hrs
Principles and techniques of supervision; emphasis on evaluation procedures.
Summer I.
- 510: TESTING AND MEASUREMENT** 3 hrs
Certification course for secondary candidates. This course is designed to provide secondary alternative certification candidates (and students seeking advanced certification in instructional supervision until December 2008) with the basic background to understand assessment and measurement. Theories, principles, and evaluations of various types of tests, with emphasis on both teacher-made and standardized tests will be investigated, with attention to the incorporation of technology into the process. The special needs of exceptional children and children from cultures other than the dominant one as they are faced with testing and assessment situations will be addressed. Principles of the Conceptual Framework of the Graduate Program of Centenary College and principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) are embedded into the objectives of this course as appropriate. Fall and Summer.
- 511: METHODS AND MATERIALS OF TEACHING ELEMENTARY LANGUAGE ARTS AND SOCIAL STUDIES** 3 hrs
Certification course for elementary candidates. This course is an integrated study of materials, methods, problems of teaching and learning, and assessment of elementary school language arts and social studies. The special needs of exceptional children and children from cultures other than the dominant one as they

learn concepts about language arts and social studies will be addressed. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course as appropriate.

This course will include 16 hours of field experience. Candidates will be required to observe three hours of language arts lessons and three hours of social studies lessons in an elementary school setting, and to reflect upon those observations in terms of adherence to effective methods of teaching language arts and social studies. They will be required to observe and reflect upon language arts and social studies lessons taught by the instructor. They will also be required to prepare and implement language arts/social studies lessons (approximately 10 hours) revolving around a themed unit that integrates the six language arts with social studies and that contains a technology and an assessment component, and adaptations and accommodations for diverse learners. The teaching of these themed units will occur in increments where candidates videotape themselves, reflect upon their teaching, and then receive feedback from the instructor. It is expected that candidates will incorporate the instructor's feedback, making each lesson progressively more effective than the last. (If the alternative certification candidate is employed, the lessons may be taught at his/her place of employment; if not, the lessons will be taught at E.B. Williams Stoner Hill Elementary Professional Development School) Fall.

512: METHODS AND MATERIALS OF TEACHING ELEMENTARY MATH AND SCIENCE 3 hrs.

Certification course for elementary candidates. This course is designed as a study of innovations, trends, research, and implementation related to elementary school math and science instruction. Candidates will be required to employ the learned strategies in the classroom. Upon completion of this course, the alternative certification candidate will have: 1) developed an understanding of the elementary school math and science curricula, 2) demonstrated appropriate instructional strategies in the areas of math and science, 3) critiqued and evaluated available technological resources for teaching math and science, 4) incorporated assessment into math and science instruction using evidence from a variety of assessment formats and contexts for determining effectiveness of instruction, and 5) reviewed current research related to curricula and instruction in elementary school math and science. A final project based on current mathematics and science curriculum and instruction will be completed. The special needs of exceptional children and children from cultures other than the dominant one as they learn concepts about math and science will be addressed. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course as appropriate.

This course will include 18 hours of field experience. A minimum of six math lessons, six science lessons, and six integrated math and science lessons (18 hours of instruction), including the use of use of technology, and with accommodations for learners with special needs, will be prepared and implemented by the candidate, and either observed and evaluated by the professor in person, or video-taped for later viewing, reflection, and evaluation. Lesson plans will be submitted and feedback provided. It will be expected that suggested changes are reflected in the revised plan and implementation of the lesson. Candidates will reflect upon their own teaching, and instructors will provide feedback with the expectation that each subsequent lesson will be more effective than the previous one. Some of these lessons will be taught jointly (for those who are not currently employed). (If the alternative certification candidate is employed, the lessons may be taught at his/her place of employment; if not, the lessons will be taught at E.B. Williams Stoner Hill Elementary Professional Development School.

516: METHODS OF TEACHING STUDENTS WITH SPECIAL NEEDS..... 3 hrs

Certification course for elementary and secondary candidates. This class is designed to help elementary and secondary alternative certification candidates examine effective methods utilized to teach children or young adults with special needs. Emphasis will be placed on meeting the needs of all children and young adults in a regular classroom setting of the candidate's area of certification, including, but not limited to, those diagnosed with ADD, ADHD, dyslexia, and giftedness. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate.

The goal of this course is to assist alternative certification candidates to recognize and meet the needs of elementary and secondary special learners in a manner that allows all students in the class to reach their potential.

All candidates will share one common textbook; however, the elementary and secondary candidates each will have an additional supplementary textbook to accommodate the specific difficulties they will face in different age groups. Also, elementary candidates will have assigned readings that are specific to working with children with special needs in the elementary school; secondary candidates will have assigned readings that are specific to working with students in secondary settings. Finally, each candidate's research will focus on students who are at the age level that the candidate is certifying to teach.

Using class texts and discussions, books and/or journals, as well as their own ideas, elementary and secondary alternative certification candidates will be required to create a classroom adaptation plan for the area of certification, where the envisioned classroom includes two students with ADD, two students with learning disabilities, and three at-risk students. The plan must include instructional and curricular adaptations for the area of certification that are feasible and effective, including modifications/adaptations to instructional strategies employing the use of technology. It must also include, assignments, assessments, study guides, physical arrangement of the class, grouping, and communication with parents and other professionals.

This course includes 24 hours of field experience. Candidates will be required to observe for a minimum of one hour in each of the following three settings in an elementary, middle, and high school class (9 hours): self-contained special education classroom, special education resource class, and inclusion classroom. Each observation will be the basis for a reflection focusing on the presence or absence of strategies discussed in class, characteristics of the special education students, and how the class could have been improved. Candidates will also be required to tutor for a minimum of 15 one-hour sessions, a student who receives special education services in the candidate's area of certification. (If the alternative certification candidate is employed, the session may be at his/her place of employment; if not, the session will be at E.B. Williams Stoner Hill Elementary Professional Development School, Youree Drive Middle Professional Development School, or Byrd High Professional Development School.) Lesson plans must be provided for each tutoring session, with reflections on each session. Spring and Summer I.

519: HUMAN GROWTH AND DEVELOPMENT 3 hrs

Certification course for elementary and secondary candidates. This course is designed to provide elementary and secondary alternative certification candidates with a base for understanding of the biophysical, cognitive, and psychosocial development of children and adolescents, respectively. Consequently, this knowledge will assist these candidates in becoming insightful practitioners and compassionate human beings, with the students in their respective classrooms. Both elementary and secondary candidates will share a common text, but each will also use an additional text specific to their own level of certification.

Principles of the Conceptual Framework of the Graduate Program of Centenary College and principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) are embedded into the objectives of this course as appropriate.

At the conclusion of this course, the successful candidate will: 1) be able to identify key concepts and terms employed by those in the field of child and adolescent development, 2) acquire a working knowledge of the major concepts, principles, and theories of child and adolescent development, 3) be able to interpret individual behaviors and characteristics of children and adolescents within a conceptual framework that includes biological and cognitive principles as well the psychological, and 4) be able to apply knowledge gained concerning human growth and development in both personal and professional contexts, young children and young adults, with regular education children, and with those with special needs, 5) be able to use current technology programs and software to interpret data regarding child and adolescent growth and development, 6) be sensitive to the cultural aspects of child and adolescent development, and 7) be able to reflect upon readings and research related to human growth and development. These objectives will be measured through class participation, development of an annotated webography, participation in a classroom debate, group presentations, and examinations. Summer I.

522: CLASSROOM MANAGEMENT 3 hrs

Certification course for elementary and secondary candidates. This course is designed to present to the elementary and secondary alternative certification candidate practical methods for creating positive learning environments in their own area and at their own level of certification with attention to multicultural differences and similarities, special needs students, and regular education students. Real-life examples are provided to help alternative certification candidates understand and apply principles of classroom management in their own current or future classrooms. The candidates will focus on case studies, examples, and descriptions of specific strategies based on solid research and classroom experience in their own area and at their own level of certification. The alternative certification candidate will learn to create positive learning environments in their own area and at their own level of certification, and to use extensive practical materials for problem solving and building individual behavior change plans for students with behavioral problems. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate.

This course includes 15 hours of field experience. Candidates will be required to observe classroom management (10 hours) in other teachers' classrooms, and to document and reflect upon what they observed with special emphasis on suggestions of specific strategies learned in this course. Candidates will be required to provide three extensive plans of action based on three different fictitious classroom situations. Finally, candidates will be required to spend one hour each day for one week (5 hours) in a classroom setting, in their own area of certification; they will be expected to develop a plan of action, for their own area of certification, and execute it, with reflections provided after the sessions. (If the alternative certification candidate is employed, the sessions may be at his/her place of employment; if not, the sessions will be at E.B. Williams Stoner Hill Elementary Professional Development School, Youree Drive Middle Professional Development School, or Byrd High Professional Development School.) Fall.

525: THEORIES OF LEARNING 3 hrs

Master's degree course for elementary and secondary candidates. This course involves a study of modern learning theories, their historical context and the contributions of intellectual figures such as Thorndike, Pavlov, Skinner, Hull, Tolman, Vygotsky, Bandura, and others. This course will also provide for practical

application and exploration of teaching strategies linked to these theories. Alternative certification candidates will learn to provide meaningful educational experiences for elementary and secondary learners of multiple intelligences, learning styles, and diverse cultures. Through the use of the internet and available software and downloads from the internet, candidates will examine their own intelligences and learning styles, as influenced by their own culture, to better understand that of the students they will teach. Principles of the Conceptual Framework of the Graduate Program of Centenary College and principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) are embedded into the objectives of this course, as appropriate.

Upon completion of the course: candidates will be informed about theoretical learning principles, concepts, and research findings; and be able to apply concepts and principles in settings where teaching and learning occur. The form of the course is lecture, class discussion, film viewing, group work and critiques of selected readings. Candidates will be evaluated through their level and quality of participation in class discussions, their performance on subjective examinations covering material discussed in class, their analyses of case studies, and their level and quality of application of learned principles in simulated settings. Fall and Summer II.

529: SECONDARY METHODS..... 3 hrs

Certification course for secondary candidates. This course is a study of materials, methods, and problems of teaching and learning in secondary education. Each candidate, depending upon his/her own discipline will have an individualized schedule of investigative writings on teaching methods and available technology. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course as appropriate.

Upon completion of this course, the successful candidate will be able to: 1) describe the typical secondary school in existence in America today, including the roles of students, parents, teachers, and administrators, 2) effectively plan and teach a two-week unit of instruction in the candidate's area of certification and in a local secondary school, 3) develop a plan for organizing the learning environment that includes management and discipline of students, individualized instruction for all students, and the effective use of cooperative learning strategies, 4) promote learning and thinking through the incorporation of the elements of effective instruction into lesson plans and teaching strategies, 5) design a plan for the assessment of student learning and measurement of student progress, 6) understand the legal issues affecting teachers in the secondary classroom and on the school grounds, and 7) create a plan for further professional development. The primary means of assessment will be of the written two-week unit of instruction and its implementation. Observations of the candidate's teaching will be conducted with extensive and detailed feedback provided by the instructor.

This course will include 24 hours of field experience. Each candidate will have the opportunity to teach an extensive two-week long unit, with expectations that improvement will occur over the two-week period. Each candidate will also spend approximately 14 hours in a secondary education class or their discipline. Fall.

530: CURRICULUM (Elementary and Secondary) 3 hrs

Master's degree course for elementary and secondary candidates. This course is a study of elementary and secondary school curriculum theories and design, highlighting recent curriculum development. The course teaches alternative certification candidates in all certification areas and advanced master students in administration and supervision to guide the entire curriculum process in order to make curriculum deci-

sions based on theory, facts, and logic, with particular attention to the candidate's area of certification. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course.

At the conclusion of this course, the successful candidate will: 1) have demonstrated a basic knowledge of the prevailing theories and philosophies of curriculum development and improvement, 2) have demonstrated an understanding of the process of curriculum development with emphasis on decision making, 3) have gained first-hand experience with curriculum development by designing and developing a school curriculum that focuses on the learner's area of certification and that recognizes multicultural characteristics and needs of special learners, and 4) have demonstrated the ability to read, understand, summarize, and critique 10 specific curriculum programs in his/her area of certification located using website addresses provided by the instructor. The candidate will develop a curriculum improvement plan and reflect upon it. Spring and Summer II.

531: CURRICULUM INNOVATIONS (Elementary and Secondary) 3 hrs

Master's degree course for secondary candidates. This class is designed to be an examination of curriculum innovations and trends at the elementary and secondary level, with particular emphasis on the candidates' area of certification. A curriculum project in the area of certification is developed, presented, defended and implemented, utilizing current trends and innovations. The purpose of this class is to present to the alternative certification candidate a variety of innovations from the field of education with requirements that the candidate look at each from a critical standpoint, and develop his/her own, focusing on his/her own area of certification. The candidate will gain a sense of where each innovation will fit into a total school program and what the prospects for successful implementation would be. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate.

Some programs that will be discussed and presented are: Brain Learning, Early Reading Success, Year Round Schools, Inclusion, the Shirley Method, Accelerated Readers, Block Scheduling, Hands On Learning, Master Teachers, School Vouchers, Technology in the Classroom, Merit Pay, DRA, Standardized Testing, Home Schooling, Alternative Schools, Character Education, Guided Reading, Saxon Phonics, School Business Partnerships, Team Teaching, Sex Education and Assertive Discipline.

Upon completion of this course, candidates will: 1) be able to critically review curriculum innovations presented to the class, in the context of their effectiveness and efficacy, 2) be able to present to the class three curricula innovations, in their own area of certification, and 3) be able to implement one of these innovations, at least on a trial basis, in a local school, 4) be able to critique 10 articles related to curriculum innovation in their own area of certification, in the case of the alternative certification candidate. Spring and Summer.

563: PHILOSOPHY OF EDUCATION 3 hrs

Master's degree course for secondary candidates. This course is designed for the secondary education alternative certification candidate and for the administration and supervision candidate to study the current philosophies of education, with attention to and emphasis on their impact on solutions to problems in American education. The course will prepare candidates to understand how philosophical ideas about education developed over time, with due regard to historical influences and settings and with an emphasis

on how these ideas continue to have relevance for education and life. Principles of the Conceptual Framework of the Graduate Program of Centenary College and principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) are embedded into the objectives of this course, as appropriate.

At the conclusion of the course, the successful candidate will: 1) have demonstrated a broad understanding of the prevailing theories and philosophies in education, 2) have identified the contributions of key philosophers and their subsequent influence on education, 3) have displayed an understanding of the role philosophy plays in current kindergarten through twelfth grade settings, 4) have expanded their ability to relate educational philosophies to real-world issues affecting the educational system, 5) have developed their own personal philosophy of education based upon course reading and critical analysis of current educational aims, initiatives, and values. Candidates are required to complete a 7-10 page paper accompanied by an annotated bibliography that includes a philosophy for a hypothetical school and research that supports that philosophy. Also, candidates are to prepare a thirty-minute presentation based on the information cited in the paper. Assessment of performance is through two examinations, the written paper and the presentation of the paper. Fall and Summer I.

569: INTEGRATION OF COMPUTERS INTO THE CLASSROOM 3 hrs

An investigation into the creative application of technology in education through the effective integration of computers into the K-12 curriculum. On demand.

577: STUDENT TEACHING: ELEMENTARY 9 hrs

Certification course for elementary candidates. (Prerequisite: Successful completion of all PRAXIS tests required for certification; successful completion of all coursework required for certification. Candidate is allowed to take one of the required courses needed for certification or the M.A.T. degree while student teaching.)

This course includes 600 hours of classroom experience (or all day, every day during the college semester). The candidate enrolled in EDUC 577 is, for 14 weeks, under the tutelage of two experienced master teachers (one in a lower grade for 7 weeks, and one in an upper grade for 7 weeks) employed at E.B. Williams Stoner Hill Professional Development School, and is frequently and carefully monitored and observed by Centenary faculty. The LaTAAP will be used throughout the semester as a guideline for evaluation and specific areas of improvement needed. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course as appropriate.

Candidates meet daily with their classroom supervising teachers to discuss plans, problems, strategies, and suggestions and meet as a group with the professor once a week for one hour to reflect upon the week's teaching and to solve problems concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

The candidates enrolled in this course will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates enrolled in this course will be expected to partici-

pate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates enrolled in this course will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs. The candidate is expected, by the end of this semester, to know and be able to do all required standards for elementary certification, according to ACEI and NCATE. Upon successful completion of this course, and successful completion of all PRAXIS tests required for alternative certification, the candidate will be recommended to the State Department of Education for certification. Fall and Spring.

578: STUDENT TEACHING: SECONDARY 9 hrs

Certification course for secondary candidates. (Prerequisite: Successful completion of all PRAXIS tests required for certification; successful completion of all coursework required for certification. Candidates are allowed to take one of the required courses needed for certification or the M.A.T. degree while student teaching.)

This course includes 600 hours of classroom experience (or all day, every day during the college semester). The candidate enrolled in EDUC 578 is, for 14 weeks, under the tutelage of an experienced master teacher employed by the local school system and is frequently and carefully monitored and observed by Centenary faculty. The LaTAAP will be used throughout the semester as a guideline for evaluation and specific areas of improvement needed. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate.

Candidates enrolled in EDUC 578 meet daily with their classroom supervising teachers to discuss plans, problems, strategies, and suggestions. and meet as a group with the college supervisor once a week for one hour to reflect upon the week's teaching and to solve problems concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures, dealing with culturally-different, language-different, and learning disabled students, and handling parent conferences and school-wide issues. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

The candidates enrolled in this course will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates enrolled in this course will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates enrolled in this course will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs.

Candidates are expected, by the end of this semester, to know and be able to do all required standards for secondary certification in their area of certification, according to the Specialized Professional Association (SPA) and NCATE. Upon successful completion of this course, and successful completion of

all PRAXIS tests required for alternative certification, the candidate will be recommended to the State Department of Education for certification. Fall and Spring.

581A: ELEMENTARY INTERNSHIP IN TEACHING 6 hrs

Certification course for elementary candidates. (Prerequisites: completion of all certification requirements for Grades 1-5 Certification, except student teaching; passing scores on all PRAXIS tests required for certification.)

This course includes at least 600 hours of classroom experience (all day, every day during the local parish semester). The candidate enrolled in EDUC 581 IS the classroom teacher and is frequently and carefully monitored by Centenary faculty through weekly observations accompanied by detailed feedback. The LaTAAP will be used throughout the semester as a guideline for evaluation and specific areas of improvement needed. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course, as appropriate.

Candidates enrolled in EDUC 577 and this course meet as a group with the professor once a week for one hour to reflect upon the week's teaching and to solve problems concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures, dealing with culturally-different, language-different, and learning disabled children, and handling parent conferences and school-wide issues. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

The candidates enrolled in this course will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates enrolled in this course will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates enrolled in this course will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs. Candidates are expected, by the end of this semester, to know and be able to do all required standards for ACEI and NCATE. Upon successful completion of this course, and successful completion of all PRAXIS tests required for alternative certification, the candidate will be recommended to the State Department of Education for certification. Fall and Spring.

581B SECONDARY INTERNSHIP IN TEACHING 6 hrs

Certification course for secondary candidates. (Prerequisites: Completion of all certification requirements for grades 6-12 certification, except student teaching; passing scores on all PRAXIS tests required for certification.)

This course includes 600 hours of classroom experience (all day, every day during the local parish semester for EDUC 581). The student enrolled in EDUC 581 IS the classroom teacher and is frequently and carefully monitored by Centenary faculty through weekly observations accompanied by detailed feedback. In both classes, the LaTAAP will be used throughout the semester as a guideline for evaluation and specific areas of improvement needed. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium

(INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate.

Candidates enrolled in EDUC 578 and EDUC 581B meet as a group with the professor once a week for one hour to reflect upon the week's teaching and to solve problems concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled students; and handling parent conferences and school-wide issues. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

The candidates enrolled in this course will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates enrolled in this course will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates enrolled in this course will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs.

Candidates are expected, by the end of this semester, to know and be able to do all required standards for secondary certification in the area of certification, including the Specialized Professional Associations (SPA) and NCATE. Upon successful completion of this course, and successful completion of all PRAXIS tests required for alternative certification, the candidate will be recommended to the State Department of Education for certification. Fall and Spring.

589: ADVANCED RESEARCH AND STATISTICS METHODS 3 hrs
A study of the principal research methods and techniques through existing research and statistical methods commonly applied to educational research. Spring.

595: SELECTED TOPICS..... 3 hrs
A detailed study of an area in education not normally covered in regular education courses. On Demand.

595S: SELECTED TOPICS/ADVANCED SECONDARY METHODS 3 hrs
Advanced study of materials, methods, and problems of teaching in the secondary school. On Demand.

Note: The following italicized EDUC courses will no longer be taught after December, 2008. They are needed for the phased-out M.Ed. in Educational Administration degree, the phased-out M.Ed. in Instructional Supervision degrees, and/or the phased-out post-baccalaureate K-12 certification and M.A.T. degree. These courses remain in the catalogue for candidates currently enrolled in those programs, and are also open, as appropriate, for those candidates who wish to add on additional certification in either administration or supervision.

505: SCHOOL ADMINISTRATION 3 hrs
Duties and responsibilities of the elementary school and secondary school principal in areas of organization, leadership, administration, and supervision; principal's professional growth and his/her relationship to school, teachers, and patrons. Summer I.

- 506: SCHOOL LAW 3 hrs**
Local, state and federal statutory, constitutional and case laws, rulings and opinions affecting education; legal rights and responsibilities of school personnel. Fall and Summer II.
- 540: INSTRUCTIONAL SUPERVISION 3 hrs**
Principles, techniques, procedures, and instruments used in supervision of instructional and auxiliary services in the elementary and secondary school. Fall and Summer II.
- 560: FOUNDATIONS AND THEORY OF EDUCATIONAL ADMINISTRATION 3 hrs**
An examination of foundations and administrative theories and their application to educational administration in public school systems. Fall and Summer I.
- 565: SCHOOL PERSONNEL ADMINISTRATION 3 hrs**
A study of personnel theory and management and the inter-relationship of the individual, the organization, and the educational process. A major purpose of the course is to conceptualize and practice key interpersonal leadership skills. Spring.
- 566: SCHOOL FINANCE 3 hrs**
A survey of financial and business management in public education, with emphasis on the study of budgeting and accounting procedures and of state, local, and federal sources of revenue. Summer II.
- 568: PROGRAM DEVELOPMENT AND EVALUATION 3 hrs**
A comprehensive study of procedures and methods in securing information for the development, alteration, approval, and implementation of curriculum programs. Summer II.
- 570: INTERNSHIP IN ADMINISTRATION & SUPERVISION 3 hrs**
Observation and participation in all facets of administration and supervision in an elementary and/or secondary school under the direction of outstanding administrators and supervised by college faculty. Fall and Spring.
- *581C INTERNSHIP IN TEACHING 3 hrs**
This is one of two courses needed to complete internship requirements for the phased-out Post-Baccalaureate K-12 Certification in Art, Dance, Vocal Music, Instrumental Music, and H&PE, AND for completion of the phased-out M.A.T. Secondary Degree for the same K-12 certifications. Fall.
- *582 INTERNSHIP IN TEACHING 3 hrs**
This is one of two courses needed to complete internship requirements for phased-out Post-Baccalaureate K-12 certification in Art, Dance, Vocal Music, Instrumental Music, and H&PE, AND for completion of the phased-out M.A.T. Secondary Degree for the same K-12 certifications. Spring.
- *This two-course combination is an on-the-job teaching internship experience lasting one year in the area of certification. The candidate may take these in either order: 581 prior to 582, or vice versa. The intern must be employed by a local education agency and teach in an all-day setting under the supervision of college faculty. The intern is responsible for obtaining his/her own teaching position.

ENGLISH

- 507: COMPARATIVE GRAMMAR 3 hrs**
An introduction to the scientific study of language; the nature of language structure; how languages are alike and how they differ.

EXERCISE SCIENCE

- 524: ADMINISTRATION OF HEALTH - PHYSICAL EDUCATION 3 hrs**
A study of the principles underlying the organization and administration of programs of health, physical education and athletics in modern schools.

- 545: METHODS AND MATERIALS OF TEACHING HEALTH AND PHYSICAL EDUCATION IN THE SECONDARY SCHOOLS 3 hrs**
A study of curriculum planning based upon grade characteristics and educational philosophy. Emphasis will be placed on teaching-learning strategies, selection and design of materials, and analytical analysis.
- 546: PRINCIPLES AND PROCEDURES OF WOMEN'S SPORTS 3 hrs**
An examination of the history, values, and trends extracurricular sports programs for girls and women. Emphasis will be placed upon anthropometric and physiological factors, physical conditioning, sports training in, and psychological and sociological implications of girls' and women's sports.
- 547: TECHNIQUES OF COACHING FOOTBALL 3 hrs**
A study is made of the basic offenses and defenses in current use. The candidate is to gain an insight into offensive strategy and to learn defensive strategy, how to attack certain defenses, and how to contain certain offensive formations. Other areas include utilization of staff, practice organization, scouting techniques, and conditioning procedures.
- 548: TECHNIQUES OF COACHING BASEBALL 3 hrs**
A study of the individual play of each position plus the techniques and fundamentals of baseball. Candidates will be given an insight into the rules of baseball, practice organization, field maintenance, and the correct method of scoring.
- 559: PHYSICAL EDUCATION FOR SPECIAL POPULATIONS..... 3 hrs**
Designed to prepare the physical educator to select and conduct physical education activities for children with various handicaps. Attention will be given to adapting activities and remedial techniques.

GEOLOGY

- 501: EARTH SCIENCE-EARTH MATERIALS 4 hrs**
A study of physical geology, mineralogy, petrology and geomorphology. This course will not count toward a master's degree.
- 502: EARTH SCIENCE-EARTH HISTORY 4 hrs**
A study of historical geology and paleontology. This course will not count toward a master's degree.
- 503: EARTH SCIENCE-OCEANOGRAPHY 4 hrs**
A study of the physical characteristics of the oceans and meteorology. This course will not count toward a master's degree.
- 504: EARTH SCIENCE-ASTRONOMY 4 hrs**
A study of the earth as a body in space, planetary geology and the solar system. This course will not count toward a master's degree.
- 505: EARTH SCIENCE WORKSHOPS 4 hrs**
(Prerequisite: GEOL 501, 502, 503, 504 [One may be taken concurrently with permission of the instructor]). A hands-on and discovery approach to developing a source book of earth science activities teachers may use in their classroom. This course will not count toward a master's degree.
- 506: EARTH SCIENCE SEMINAR 4 hrs**
An intensive program designed to improve instructional skills of teachers in earth science. Emphasis placed on a "hands-on", discovery learning approach to science teaching. Includes a study of the environment, astronomy, weather, and local earth science programs. Open to 20 selected participants.

HEALTH

- 521: PERSONAL AND COMMUNITY HEALTH..... 3 hrs**
An introduction to factors influencing and determining personal and community health with emphasis upon major health problems of adults and environmental health problems.
- 554: SCHOOL HEALTH 3 hrs**
A study of the major health problems of elementary school children, including health screening, methods, materials and modern health resources.
- 555: DRUG EDUCATION 3 hrs**
A study of the sources, effects, and abuse of legal and illegal drugs. Emphasis is on the classification of frequently abused drugs, and the community and personal factors associated with this abuse.
- 557: CONSUMER AND NUTRITION EDUCATION..... 3 hrs**
A study of health services, products, and nutrition with emphasis upon methods and materials pertinent to health and physical education.

MUSIC

- 596: INTRODUCTION AND APPLICATION OF THE ORFF-KODALY APPROACH TO MUSIC EDUCATION 3 hrs**
A study of the basic elements of music through participatory activities using music, speech, movement, children's games, and stories. Designed for the classroom teacher, music teacher, and other interested professionals.

READING

- 514: FOUNDATIONS OF LITERACY 3 hrs**
Certification course for elementary candidates. This course is a prerequisite to READ 515, Teaching Literacy in the Elementary School. This course will primarily address what literacy is and how readers and writers construct meaning, with some attention to instructional procedures, while READ 515 will address organization for literacy instruction with focused and specific attention to instructional procedures. This course will provide an overview of, and rationale for, integrated literacy instruction in the elementary school, based on four contemporary theories of literacy learning--constructivist, interactive, sociolinguistic, and reader-response theories. Emphasis will be placed on holistic reading-writing-listening-speaking strategies, using the content areas as a medium through which to provide literacy experiences. The candidate will be exposed to traditional as well as whole language models of reading and approaches to teaching reading. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course, as appropriate.
- Upon completion of this course, the candidates' proficiencies will include, but will not be limited to: 1) be familiar with the ten components of a balanced approach to literacy instruction, 2) be familiar with the four theories that guide the effective teaching of reading and writing, 3) be familiar with the four instructional approaches that effective literacy teachers use (literature circles, literature focus units, basal reading programs, and readers and writers workshop), 4) know how effective literacy teachers link instruction and assessment, 5) understand the five stages of the reading and writing processes, how they are alike, and how effective literacy teachers use them to teach reading and writing, 6) understand what phonemic

awareness is and why children need to become phonemically aware, 7) know which phonics concepts are most important for children to learn, and how effective teachers should teach phonics, 8) understand the stages of spelling development and how teachers should teach spelling, 9) understand how students become fluent readers and writers, and why fluency is important, 10) understand how students learn vocabulary words, 11) understand the relationship between vocabulary knowledge and reading, 12) know how effective literacy teachers teach vocabulary, and understand the components of word study, 13) understand what comprehension is, the factors that affect students' comprehension, and which comprehension strategies readers and writers should learn, 14) know the ways that capable and less capable readers and writers differ, 15) understand the difficulties that children face in terms of literacy development, when English is a second language, 16) be familiar with the tools effective literacy teachers use to assess students' learning in the classroom, 17) be able to observe, reflect upon, and critique reading lessons taught in the public school system through written reports, and 18) be able to critically analyze current professional journal articles.

This course includes 6 hours of field experience. Candidates are expected to observe elementary teachers teaching five different reading or literacy lessons (one each of phonemic awareness, phonics, spelling, word recognition and/or word identification, and vocabulary), and reflect upon those lessons. This course is a prerequisite to READ 515, in which candidates are expected to write and implement lessons with children. Every third semester.

515: TEACHING LITERACY IN THE ELEMENTARY SCHOOL..... 3 hrs
 (Prerequisite: READ 514). Certification course for elementary candidates. This course is designed to follow READ 514, in which elementary alternative certification candidates were introduced to the basics of literacy instruction including the understanding of: the principles of a balanced reading program, the reading and writing processes, assessment of students' literacy development, how to work with emergent readers and writers, teaching students to break the alphabetic code, and developing fluent readers and writers. Whereas candidates learned how children learn to read and write in READ 514, they will learn how readers and writers construct meaning and how teachers organize for literacy instruction in READ 515. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course, as appropriate.

This course will include 18 hours of field experience. Candidates will learn to write and implement lesson plans for literature focus units, literature circles, reading and writing workshop, basal reading textbooks, and reading and writing in the content areas. They will be expected to incorporate technology into their lessons. They will be graded on their ability to implement successful lessons on phonemic awareness, phonics, spelling, comprehension, and fluency (approximately 18 hours), including effective management of children, and appropriate instruction for children with special reading problems, as well as diverse learners. Feedback on lesson plans prior to teaching, implementation of lesson plans, self-reflections on their own teaching, and feedback from the instructor after teaching will occur for each lesson before the next one is taught with the expectation that progressive improvement will occur. If the alternative certification candidate is employed, the lessons may be taught at his/her school of employment; if not, the lessons will be taught at E.B. Williams Stoner Hill Elementary Professional Development School.

516: THE LANGUAGE-DISORDERED CHILD..... 3 hrs

(Prerequisites: READ 514 and 515) Master's degree course for the elementary candidate. This course provides instruction in the teaching of children who experience difficulty in learning to read. Specifically, the course addresses reading problems as language problems and suggests communicative techniques that have shown to be effective in shifting the language system in order to improve reading ability. The course is designed to provide alternative certification candidates with an understanding of the language demands encountered by elementary children once they enter school and the effects of language disorders on the acquisition of written language. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of the Association of Childhood Education International (ACEI) are embedded into the objectives of this course, as appropriate.

This course includes 18 hours of field experience. The form of the course is: 1) modeling and demonstration of intervention strategies for alternative certification candidates to use in their classrooms, and 2) practical application of the strategies with disabled readers twice to thrice a week (a minimum of 18 hours), with onsite demonstration and assistance from the professor, and videotaping of intervention for evaluation of performance. (If the alternative certification candidate is employed, the disabled student may be enrolled at his/her place of employment; if not, the disabled student will be from E.B. Williams Stoner Hill Elementary Professional Development School.)

Upon the completion of this course the successful candidate will be able to: 1) use Communicative Reading Strategies as an intervention that will assist the language disordered child in refining his/her language system to become a better communicator, learner, reader, and writer, 2) understand the language-reading-writing relationship, and how that is affected by culture and disability, 3) critically view various therapy techniques or strategies for oral and written language acquisition from theoretical bases, 4) critically evaluate available software programs designed to be used with disabled readers, and 5) write a case study on a reading disabled child, including description and results of pre- and post-testing, the description of intervention procedures used, and the suggested approaches and techniques needed for future intervention. Candidates will be evaluated by their success in intervention, and by their final case study describing intervention, post-testing results, and analyses of improvement of the disabled reader from fall to spring. Candidates will include in their graduate school portfolio a self-selected videotape of one session of intervention with the disabled reader. Every third semester.

518: READING IN THE CONTENT AREA 3 hrs

Certification course for the secondary candidate. This course emphasizes application of appropriate principles, methods, materials, and guidelines for teaching reading in specific disciplines at the secondary level. Special emphasis is placed on specific strategies for teaching reading in the content area. This course will prepare secondary education alternative certification candidates as they become content area teachers to be not only knowledgeable, but also proficient in utilizing techniques that will assist all students in reading and writing with understanding and clarity in their discipline. Principles of the Conceptual Framework of the Graduate Program of Centenary College, principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), attributes of the Louisiana Components of Effective Teaching (LCET), and standards of appropriate Specialized Professional Associations (SPAs) are embedded into the objectives of this course, as appropriate.

The form of the course will include lecture, class discussion, and field experiences in the area of certification, including individual and class intervention to help candidates interact with and respond to difficult texts in meaningful ways.

This course will include 15 hours of field experience. Upon completion of this course, successful candidates will 1) pretest a class or individual for entering knowledge and attitudes, in the candidate's area of certification, 2) motivate learning and determine interests of individual readers, in the candidate's area of certification, 3) evaluate texts used in the candidate's area of certification for readability levels, 4) match students to area-of-certification texts by administering their own discipline-specific informal reading inventory or alternatively, a cloze test taken from the text used in the area of certification, 5) help students use walk-through techniques, such as skimming and previewing as a way to improve effective reading, in the candidate's area of certification, 6) develop with students key technical vocabulary in preparation for study reading, in the candidate's area of certification, 7) use the SQ3R strategy with students at periodic intervals to encourage deeper understanding and retention of discipline-specific texts, 8) use grouping techniques with students in their specific content area to help meet the wide range of reading abilities in a class, 9) teach a content lesson in the candidate's area of certification, using the format of a directed reading-thinking activity, 10) prepare cognitive maps, structured overviews, or advance organizers for efficient study reading, of texts in the area of certification, 11) use technology to assist content area readers, in the candidate's area of certification, 12) provide explicit instruction to learners for making and taking notes, in the candidate's area of certification, 13) gain an understanding of the reading and writing connection, in the candidate's area of certification, and 14) develop appropriate study guides that allow students to interact with and respond to difficult texts in meaningful ways, in the candidate's area of certification.

Candidates will be evaluated by: 1) their creation of an annotated webography that must include 25 content-specific web sites that serve as resources for assisting secondary teachers in activities for reading, 2) their reflections upon testing students in their own area of certification, utilizing strategies such as KWL, cooperative grouping, and DRTA; and collecting writing samples, 3) their abstract of an article concerning classroom context, in their own area of certification, 4) their performance on the comprehensive final exam, and 5) their class participation. Fall.

ADMINISTRATION, FACULTY, STAFF

ADMINISTRATION OF CENTENARY COLLEGE

President	Kenneth Schwab
Provost and Dean of the College	Darrel Colson
Vice President for Finance and Administration.....	William Ballard
Dean of Student Life.....	Lori Bradshaw
College Registrar.....	Gary Young
Director of Financial Aid.....	Mary Sue Rix
Director of Public Safety	Zeke Aull
Director of Public Relations.....	Lynn Stewart
Director of Information Technology	Scott Merritt
Controller	Mike Pearson

ADMINISTRATION OF THE GRADUATE PROGRAMS

The Provost and Dean of the College is the chief academic officer responsible for the graduate programs. The Provost and the Graduate Council are charged with the general administration of the programs.

The Graduate Council is responsible for the admission criteria to graduate programs, the supervision of satisfactory progress toward degrees, and for policies pertaining to personnel, curricula, degree requirements, and finances. Proposals relating to any of these areas may originate with the Provost, members of the Council, or any faculty or administrative officer of the College and should be sent to the Provost and the Chairperson of the Graduate Council. Proposals for new graduate programs come to the Graduate Council with majority approval from the department seeking the program. The Graduate Council submits its recommendations to the Faculty for approval.

The composition of the Graduate Council includes the Provost (ex officio), one faculty representative from each department with an active graduate program; a faculty representative from a department that does not offer a graduate program appointed by the Faculty Coordinating Committee; and one graduate candidate, nominated by the program in which he or she is currently enrolled. Graduate candidate representation will rotate annually among active graduate programs.

2006-2007 MEMBERS OF THE GRADUATE COUNCIL

Darrell Colson, Ph.D.	Provost and Dean of the College
Sue Hernandez, Ph.D.....	Assistant Professor of Education and Chairperson of the Department of Education
Chris Martin, Ph.D.....	Dean of the School of Business, Linco Eminent Scholars Chair of Business Administration
Scott Vetter, Ph.D.....	Woolf Professor of Geology, Chairperson of the Department of Geology
Bruce Allen, M.F.A. (subject to change annually)	Professor of Art
Currently Enrolled Graduate Candidate (subject to change annually).....	Kelly Mustain

GRADUATE FACULTY

- Keith Burton..... Lecturer
B.A., Louisiana State University-Shreveport, 1991. M.Ed., Louisiana State University-Shreveport, 1993
- David B. Bieler..... Associate Professor of Geology
A.B., Oberlin College, 1971; A.M., Dartmouth College, 1974; Ph.D., University of Illinois, 1983
- Harold R. Christensen Professor of Economics,
 Director of the Economics Education Center
B.A., 1971, M.S., 1975, Ed.D., 1979, Oklahoma State University
- Ethel Haughton Lecturer
B.A., Louisiana College, 1959. M.A., Louisiana Tech University, 1977. Ed.D., Virginia Polytechnic Institute and State University, 1996
- Sue Hernandez Assistant Professor of Education and Chairperson of the Department of Education
B.S., 1971, M.Ed., 1986, Ph.D., 1989, Louisiana State University-Baton Rouge
- Victoria A. LeFevers..... Professor of Health and Exercise Science,
 Acting Chairperson of the Department of Health and Exercise Science
B.S.E., Southern Arkansas University, 1968; M.A., 1969, Ph.D., 1971, Texas Woman's University
- Phyllis Leone Lecturer
B.A., Louisiana Tech University, 1972. M.Ed. 1977, Ph.D. 1992, Louisiana State University-Baton Rouge
- Sharon Little..... Fulltime Lecturer
B.S., Louisiana State University, 1971. M.Ed., 1976, Ph.D. 1997, University of New Orleans
- Charles Lowder Lecturer
*B.A., Louisiana Tech University, 1982. B.A., Louisiana State University-Shreveport, 1984
 M.A., Louisiana Tech University, 1987.*
- Martha Maple..... Lecturer
B.S., Henderson State University, 1958. M.Ed., Centenary College, 1983.
- Robert G. Prickett..... Assistant Professor
M.A., Ball State University, 1998. M.A., 2004, Ph.D., 2005, Virginia Polytechnic Institute and State University
- Sarah B. Reeks Lecturer
B.S., Mississippi University for Women, 1980. M.Ed., Centenary College, 1984.
- Robert “Russ” Rogers Lecturer
B.S., University of Arkansas, 1974. M.B.A., Centenary College, 1990.
- Dominic SalinasLecturer
B.S., Louisiana State University-Shreveport, 1977. M.S., Louisiana Tech University, 1982. Ed.D., Vanderbilt University, 1998.

Kenneth L. Schwab..... Professor of Education and President of the College
B.S., Purdue University, 1969. M.Ed., University of North Carolina-Greensboro, 1972. Ed.D., Indiana University, 1978.

Patricia Schwab Lecturer
B.S., University of Tennessee-Knoxville, 1965. M.S. 1968, Ed.D., 1971 University of Southern Mississippi

Jane Shea Lecturer
B.S., Louisiana State University-Baton Rouge; M.Ed., Louisiana State University-Shreveport, 1980

Karen Soul Assistant Professor of Education
B.A., 1994, M.Ed., 1998, University of Minnesota Duluth; Ph.D. University of Texas at Austin, 2005.

Scott Vetter William C. Woolf Professor of Geology,
 Chairperson of the Geology Department
*B.S. Millersville University, 1981. M.S., North Carolina State University, 1984.
 Ph.D., University of South Carolina, 1989.*

Anita Walker Lecturer
B.S., North Texas State University. M.Ed. and Ph.D., University of North Texas.

Rosemary Woodard Lecturer
*B.S., Central Michigan University, 1976. B.A., Baptist Christian College, 1988.
 M.Ed., Northwestern State University, 1992.*

Professor Emerita

Dorothy Bird Gwin Professor Emerita of Education and Psychology
B.B.A., 1954, M.S., 1955, East Texas State University; Ed.D., University of Kansas, 1958. (1967-1997)

Teacher Certification Coordinator

Ilka Vaitkus..... 869-5223

ACADEMIC CALENDAR 2006-2007

(Subject to Change)

NOTE: This academic calendar is tentative. Always check with the Department of Education (869-5223) to see if changes have been made.

FALL SEMESTER 2006

Call-in Scheduling for Fall Classes.....	9:00 a.m. – Noon and 1:00 – 4:30 p.m., Monday – Thursday, July 24 - 27
Deadline for Fall Admission	4:30 p.m., Tuesday, August 1
Registration	2:00 – 4:00 p.m., Tuesday – Thursday, August 8 - 10
Late Registration - This date only; \$100 Late Fee	1:00 – 4:00 p.m., Monday, August 21
Class work begins.....	5:00 p.m., Monday, August 21
Last day for adding courses or changing enrollment status.....	4:30 p.m., Tuesday, August 29
Last day to receive refund for dropping classes; no tuition refunds given for dropping a class after this day.....	4:30 p.m., Tuesday, August 29
Last day to receive full tuition refund upon withdrawal from classes	4:30 p.m., Tuesday, August 29
Labor Day Holiday	September 4
Last day to receive three-quarters (3/4) tuition refund upon withdrawal from classes.....	4:30 p.m., Friday, September 8
Last day to receive one-half (1/2) tuition refund upon withdrawal from classes	4:30 p.m., Friday, September 15
No tuition refunds given after this date	4:30 p.m., Friday, September 15
Last day for removing incomplete grades from preceding semester	4:30 p.m., Friday, September 29
Mid-semester grades due.....	Noon, Wednesday, October 11
Fall Break begins.....	8:00 p.m. (as evening classes are dismissed), Wednesday, October 11
Classes Resume.....	5:00 p.m., Monday, October 16
Last day for dropping courses or changing enrollment status.....	4:30 p.m., Friday, October 27
Thanksgiving Holidays begin.....	8:00 p.m. (as evening classes are dismissed), Thursday, November 16
Classes resume.....	5:00 p.m., Monday, November 27
COMPREHENSIVE EXAM	7:30 a.m., Saturday, December 2
Class work ends.....	8:00 p.m. (as evening classes are dismissed), Thursday, December 7
Final Exams.....	5:00 – 8:00 p.m., Monday-Thursday, December 11-14
Final Grades Due	Noon, Tuesday, December 19

SPRING SEMESTER 2007

Call-in Scheduling	9:00 a.m. – Noon and 1:00 – 4:30 p.m., Monday – Thursday, November 27-30
Deadline for Spring Admission	4:30 p.m., Friday, December 1
Registration	2:00 – 4:00 p.m., Tuesday – Thursday, December 5 - 7
Late Registration - This date only; \$100 late fee	1:00-4:00 p.m., Monday, January 8
Class work begins	5:00 p.m., Monday, January 8
Last day for adding courses or changing enrollment status	4:30 p.m., Tuesday, January 16
Last day to receive refund for dropping classes; no tuition refunds given for dropping a class after this day	4:30 p.m., Tuesday, January 16
Last day to receive full tuition refund upon withdrawal from classes	4:30 p.m., Tuesday, January 16
Last day to receive three-quarters (3/4) tuition refund upon withdrawal from classes.....	4:30 p.m., Friday, January 26
Last day to receive one-half (1/2) tuition refund upon withdrawal from classes.....	4:30 p.m., Friday, February 2
No tuition refunds given after this date	4:30 p.m., Friday, February 2
Mardi Gras Break Begins	8:00 p.m. (as evening classes are dismissed), Thursday, February 15
Last day for removing incomplete grades from preceding semester	Noon, Friday, February 16
Classes Resume	5:00 p.m., Monday, February 26
Mid-semester grades due	Noon, Monday, March 5
Last day for dropping courses or changing enrollment status.....	4:30 p.m., Friday, March 16
Easter Recess begins	8:00 p.m. (as evening classes are dismissed), Wednesday, April 4
Classes resume.....	5:00 p.m., Tuesday, April 10
COMPREHENSIVE EXAM	7:30 a.m., Saturday, April 14
Class work ends	8:00 p.m. (as evening classes are dismissed), Thursday, April 26
Final Exams	5:00 – 8:00 p.m., Monday – Thursday, April 30 – May 3
Final Grades Due (for all except those graduating)	Noon, Tuesday, May 8
Baccalaureate Service & Commencement	10:30 am, Saturday, May 5

SUMMER SEMESTER 2007

Call-In Scheduling (both sessions)	9:00 a.m. – Noon and 1:00 – 4:30 p.m., Monday – Thursday, April 16 – 19
Deadline for Summer Admission	4:30 p.m., Tuesday, May 1
Registration (for both sessions)	2:00 – 4:00 p.m., Tuesday – Thursday, May 22 – 24
Late Registration (for both sessions) - This date only; \$100 Late Fee	1:00 – 4:00 p.m., Monday, June 11
Final Grades Due for Session I	Noon, Tuesday, July 3

COMPREHENSIVE EXAM..... 7:30 a.m., Saturday, July 14
Final Grades Due for Session II Noon, Tuesday, July 24

Session I

Class work begins 8:00 a.m., Monday, June 11
Last day for adding courses or changing enrollment status..... 4:30 p.m., Tuesday June 12
Last day to receive refund for dropping classes; no tuition refunds
given for dropping a class after this day 4:30 p.m., Tuesday June 12
Last day to receive full tuition refund upon withdrawal 4:30 p.m., Wednesday, June 13
Class work endsThursday, June 28
Final ExamsFriday, June 29

Session II

Class work begins..... 8:00 a.m., Monday, July 2
Last day for adding courses or changing enrollment status 4:30 p.m., Tuesday, July 3
Last day to receive refund for dropping classes; no tuition refunds
given for dropping a class after this day..... 4:30 p.m., Tuesday July 3
Independence Day Holiday Wednesday, July 4
Last day to receive full tuition refund upon withdrawal 4:30 p.m., Thursday, July 5
COMPREHENSIVE EXAM 7:30 a.m., Saturday, July 14
Class work ends Thursday, July 19
Final Exams Friday, July 20

ACADEMIC CALENDAR 2007-2008

(Subject to Change)

NOTE: This academic calendar is tentative. Always check with the Department of Education (869-5223) to see if changes have been made.

FALL SEMESTER 2007

Call-in Scheduling	9:00 a.m. – Noon and 1:00 – 4:30 p.m., Monday – Thursday, July 17 – 20
Deadline for Fall Admission.....	Wednesday, August 1
Registration.....	2:00 – 4:00 p.m., Tuesday – Thursday, August 14 – 16
Late Registration - This date only; \$100 Late Fee.....	1:00 – 4:00 p.m., Monday, August 27
Class work begins.....	5:00 p.m., Monday, August 27
Labor Day Holiday	September 3
Last day for adding courses or changing enrollment status	4:30 p.m., Wednesday, September 5
Last day to receive refund for dropping classes; no tuition refunds given for dropping a class after this day	4:30 p.m., Wednesday, September 5
Last day to receive full tuition refund upon withdrawal from classes.....	4:30 p.m., Wednesday, September 5
Last day to receive three-quarters (3/4) tuition refund upon withdrawal from classes.....	4:30 p.m., Friday, September 14
Last day to receive one-half (1/2) tuition refund upon withdrawal from classes	4:30 p.m., Friday, September 21
No tuition refunds given after this date.....	4:30 p.m., Friday, September 21
Last day for removing incomplete grades from preceding semester	4:30 p.m., Friday, October 5
Mid-semester grades due	Noon, Wednesday, October 17
Fall Break begins.....	8:00 p.m. (as evening classes are dismissed), Wednesday, October 17
Classes Resume.....	5:00 p.m., Monday, October 22
Last day for dropping courses or changing enrollment status	4:30 p.m., Friday, November 2
COMPREHENSIVE EXAM	7:30 a.m., Saturday, November 10
Thanksgiving Holidays begin.....	8:00 p.m. (as evening classes are dismissed), Thursday, November 15
Classes resume.....	5:00 p.m., Monday, November 26
Class work ends	8:00 p.m., (as evening classes are dismissed), Wednesday, December 12
Final Exams	Thursday, December 13 (for Thursday night classes only); December 17 – 19 (for Monday, Tuesday, and Wednesday night classes)
Final Grades Due	8:00 a.m., Friday, December 21

SPRING SEMESTER 2008

Call-in Schedulings	9:00 a.m. – Noon and 1:00 – 4:30 p.m., Monday – Thursday, November 26 – 29
Deadline for Spring Admission	4:30 p.m., Monday, December 3
Registration.....	2:00 – 4:00 p.m., Tuesday – Thursday, December 4 – 6
Late Registration - This date only; \$100 late fee	1:00 – 4:00 p.m., Monday, January 14
Class work begins	5:00 p.m., Monday, January 14
Last day for adding courses or changing enrollment status	4:30 p.m., Tuesday, January 22
Last day to receive refund for dropping classes; no tuition refunds given for dropping a class after this day	4:30 p.m., Tuesday, January 22
Last day to receive full tuition refund upon withdrawal from classes	4:30 p.m., Tuesday, January 22
Mardi Gras Break Begins.....	8:00 p.m. (as evening classes are dismissed), Thursday, January 31
Last day to receive three-quarters (3/4) tuition refund upon withdrawal from classes.....	4:30 p.m., Friday, February 1
Classes Resume	5:00 p.m., Thursday, February 7
Last day to receive one-half (1/2) tuition refund upon withdrawal from classes	4:30 p.m., Friday, February 8
No tuition refunds given after this date	4:30 p.m., Friday, February 8
Last day for removing incomplete grades from preceding semester	Noon, Friday, February 22
Mid-semester grades due	Noon, Friday, March 7
Easter Recess begins	8:00 p.m. (as evening classes are dismissed), Thursday, March 13
Classes Resume	5:00 p.m., Tuesday, March 25
Last day for dropping courses or changing enrollment status.....	4:30 p.m., Monday, March 31
COMPREHENSIVE EXAM	7:30 a.m., Saturday, April 12
Class work ends	8:00 p.m. (as evening classes are dismissed), Thursday, May 1
Final Exams	Monday – Thursday, May 5 – 8
Baccalaureate Service & Commencement.....	10:30 am, Saturday, May 10
Final Grades Due (for all except those graduating)	Noon, Tuesday, May 13

SUMMER SEMESTER 2008

Call-In Scheduling	9:00 a.m. – Noon and 1:00 – 4:30 p.m., Monday – Thursday, April 14 – 17
Deadline for Summer Admission	Thursday, May 1
Registration (for both sessions).....	2:00 – 4:00, Tuesday – Thursday, May 22 – 24
Late Registration (for both sessions); This date only; \$100 Late Fee.....	1:00 – 4:00, Monday, June 9

Final Grades Due for Session I Noon, Tuesday, July 1
COMPREHENSIVE EXAM (second to last one administered!) 7:30 a.m., Saturday, July 12
 Final Grades Due for Session II Noon, Tuesday, July 22

Session I

Class work begins 8:00 a.m., Monday, June 9
 Last day for adding courses or changing enrollment status 4:30 p.m., Tuesday, June 10
 Last day to receive refund for dropping classes; no tuition refunds
 given for dropping a class after this day 4:30 p.m., Tuesday, June 10
 Last day to receive full tuition refund upon withdrawal 4:30 p.m., Wednesday, June 11
 Class work ends Thursday, June 26
 Final Exams Friday, June 27

Session II

Class work begins Monday, June 30
 Last day for adding courses or changing enrollment status 4:30 p.m., Tuesday, July 1
 Last day to receive refund for dropping classes; no tuition refunds
 given for dropping a class after this day 4:30 p.m., Tuesday, July 1
 Last day to receive full tuition refund upon withdrawal 4:30 p.m., Wednesday, July 2
 Independence Day Holiday Friday, July 4
COMPREHENSIVE EXAM 7:30 a.m., Friday, July 11
 Class work ends Thursday, July 17
 Final Exams Friday, July 18



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